

Moorlands Junior School Pupil premium strategy statement

1. Summary information					
School	Moorlands Junior School				
Academic Year	2018-19	Total PP budget	£39,560	Date of most recent PP Review	n/a
Total number of pupils	251	Number of pupils eligible for PP	27	Date for next internal review of this strategy	July 2019

2.a. Current attainment- Whole school including SSC children- End of KS2 May 2018 (1 child = 14%)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average non disadvantaged)</i>
% achieving expected or above in reading	71%	80%
% achieving expected or above in writing	71%	83%
% achieving expected or above in maths	57%	81%
% achieving expected standard in reading, writing and maths	57%	70%
% achieving higher standard in reading, writing and maths	0%	12%
Average progress in reading	-2.08	0.31
Average progress in writing	1.46	0.24
Average progress in maths	-1.68	0.31

2.b. Current attainment- Mainstream only- End of KS2 May 2017 (1 child = 20%)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average non disadvantaged)</i>
% achieving expected or above in reading	100%	80%
% achieving expected or above in writing	100%	83%
% achieving expected or above in maths	80%	81%
% achieving in reading, writing and maths	80%	70%
% achieving higher standard in reading, writing and maths	0%	12%
Average making progress in reading	-1.56	0.31
Average making progress in writing	2.83	0.24
Average making progress in maths	-0.75	0.31

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Gaps in mathematical knowledge slow progress throughout KS2 especially for PP children.	
B.	Identified SpLD/complex learning/ social communication needs early in KS2 and late transfer into the school affects the progress of children in the SSC in all subjects.	
C.	Low numbers of children are eligible for PP attain GDS.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.		
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the % of pupils who are eligible for PP that attain the expected and higher standard in maths at the end of KS2.	In 2019, the gap is diminished further between mainstream pupils who are eligible for PP and those that are not in maths. The gap at the end of 2018 at expected standard was 1% and at greater depth was 31%.
B.	Sustainable attainment of qualifying children who have special educational needs in mainstream and qualifying children who have a statement or EHCP for special educational needs in whole school.	The gap between PP children with SEN and non-disadvantaged is reduced.
C.	Attain national average progress in reading and in maths by the end of KS2 for pupils that are eligible for PP. Retain above national progress in writing.	Pupils eligible for PP make as much progress as non-disadvantaged pupils across Key Stage 2 in maths and reading. Measured in Y4, 5 and 6 by teacher assessments. Pupils continue to make more progress than non-disadvantaged children in writing.
D.	Provision of counselling or therapy support where there are issues which are affecting readiness to learn	All pupils' mental health needs are catered for so that they are able to concentrate on their studies in school.
E.	Equality of provision and enrichment activities for eligible pupils	Pupils eligible for PP are not detrimented due to the financial circumstances of their families, they have access to the same enrichment, sporting, and musical activities as their peers.

3. Planned expenditure

Academic year

2018-19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve the % of pupils who are eligible for PP, in mainstream, that attain the expected and higher standard in maths at the end of KS2.</p>	<ul style="list-style-type: none"> ▪ Quality first teaching supported by training from a maths consultant ▪ Employment of 0.2 FTE PP intervention teachers ▪ Focus on challenge for the children working at GDS 	<p>In 2018 end of year SATs results, for mainstream only, showed a gap of 1% at expected standard and 31% at higher standard between the attainment of our PP children in maths and National figures for non-disadvantaged children.</p> <p>Rapid improvement at expected standard was seen in 2018 for all mainstream PP pupils in maths; this must be maintained and a percentage of children must achieve higher standard results.</p>	<p>Early intervention for pupils who need these prior to a new strand being introduced.</p> <p>Regular review of pupil progress and attainment at year group meetings with SLT.</p> <p>PP case studies to be continued to closely monitor each pupil.</p>	<p>Class teachers (CTs)</p> <p>SLT</p> <p>PP intervention teacher (PPIT)</p>	<p>Ongoing</p> <p>Half termly</p> <p>Termly</p>
<p>Attain national average progress in reading and in maths by the end of KS2 for pupils that are eligible for PP.</p> <p>Retain above national progress in writing.</p>	<ul style="list-style-type: none"> ▪ Quality first teaching ▪ Employment of 0.2 FTE PPIT ▪ All CTs to attend year group Greater Depth training for writing ▪ TAs to attend training on supporting reading and writing in KS2 ▪ English and maths Subject Leaders to attend Subject Leader network meetings ▪ Maths Subject Leader to work with maths consultant on monitoring and next steps days ▪ Parents Maths Information Evening 	<p>2018 end of KS2 SATs results for mainstream showed a very positive picture in attainment at Expected Standard in that all pupils attained in reading and writing and almost all children attained in maths. Writing progress was above mainstream non disadvantaged or writing but below for reading and maths. No child attained a higher standard (GDS) in any subject.</p> <p>Greater Depth was achieved by 20% of mainstream PP pupils in writing but no PP child achieved this in maths or reading. These are both areas for improvement.</p>	<p>All TAs will receive training to allow them to support classes And individual children in reading and writing to improve the content and structure of their work across a range of subjects and genres to enable them to access greater depth</p> <p>All CTs will attend training on achieving higher standard in writing.</p> <p>Subject leaders will cascade information at staff meetings and lead twilight training to ensure all staff are fully prepared and support to challenge higher attainers.</p> <p>Parents will be invited to a maths information evening and to try out some activities with CTs which would support their child's learning or provide them with a better understanding of newer calculation methods.</p>	<p>TAs</p> <p>SLT CTs PPIT</p> <p>Maths and English Subject Leaders</p> <p>SLT Maths Consultant All CTs</p>	<p>Autumn 2018</p> <p>Autumn, Spring and Summer 2018/19</p> <p>September 2018, January 2019, June 2019</p> <p>December 2019</p>
Total budgeted cost					£24,600

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B Attainment of qualifying children who have special educational needs or an EHCP in mainstream	<ul style="list-style-type: none"> ▪ Employment of 0.1 FTE SEN intervention teacher ▪ Training for TAs ▪ CT training on dyslexia, precision teaching and support strategies 	<p>Some of the students need targeted support to catch up. An individual programme taught by SEN intervention/TA/CT in a small group/1:1 setting targeting the gaps of each child will lead to rapid progress.</p> <p>EEF research shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition.</p>	<p>SENCOs will oversee the timetabling of children for SEN support and who are eligible for PP.</p> <p>SEN Intervention teacher will also keep case studies on each child charting their support and progress. Children will be discussed as priority in regular Pupil Progress Meetings.</p>	<p>SENCOs</p> <p>SEN intervention Lead</p>	<p>Tabling from September 2018</p> <p>Moderated each term December 2018, April 2019 and July 2019.</p>
B Attainment of qualifying children who have a statement or EHCP for special educational needs in our Small Specialist Class	<ul style="list-style-type: none"> • Support as outlined in the EHCP may include a place in our resourced provision (Small Specialist Class) • Weekly recorder lessons (SSC) 	<p>All children with an EHCP have personalised Learning Support Plans and are placed in our 10 place resourced provision.</p> <p>They already receive small group and individual support so our efforts are in providing enrichment activities some of which are proven to improve mathematical understanding. 'Gardner's theory of multiple intelligences incited several researchers to re-examine the relationships between musical experiences, music learning, and academic achievement. ' (<i>The learning of music as a means to improve mathematical skills (PDF)</i>) It also provides our pupils to engage in social activity as an ensemble.</p>		SSC teachers	Autumn 2018
Total budgeted cost					£5,000

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provision of counselling or therapy support where there are issues which are affecting readiness to learn	Employment of a specialist counsellor (JD Therapy) to support identified children	EEF research on interventions that target Social and Emotional Learning (SEL) show that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.	Liaison with class teachers and parents for early identification. Meetings between parents and counsellor prior to commencement of sessions. 10 week programme facilitated by counsellor with planned exit strategies. Regular top ups will be provided as necessary.	SLT CTs Julie Drinkwater (Counsellor)	Autumn 2018 onwards
Equality of provision and enrichment activities for eligible pupils	<ul style="list-style-type: none"> ▪ Financial support for school trips, before and after school clubs and Y6 residential ▪ Weekly recorder lessons for SSC pupils ▪ Support for individual pupils with uniform 	Although there is no research that shows investment in providing PP children access to the same enrichment, sporting, and musical activities as their peers. Here at Moorlands we see the extended curriculum as an important part of any child's education. In fostering talents that may lie outside the academic sphere we provide opportunities for children to excel in areas they may not have had the opportunity to try and we set children up to have experiences that will enrich their vocabulary, creativity and their soul.	School's Charging Policy sets out the agreed protocol in relation to funding enrichment activities for PP children.	Governors SLT School Business Manager	Autumn 2018 onwards
Total budgeted cost					£10,000